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Country programme document

Costa Rica

Summary

The country programme document (CPD) for Costa Rica is presented to the Executive Board for discussion and approval at the present session, on a no-objection basis. The CPD includes a proposed aggregate indicative budget of $4,250,000 from regular resources, subject to the availability of funds, and $4,000,000 in other resources, subject to the availability of specific-purpose contributions, for the period 2018 to 2022.

In accordance with Executive Board decision 2014/1, the present document reflects comments made by Executive Board members on the draft CPD that was shared 12 weeks before the second regular session of 2017.

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Programme rationale

1. Costa Rica is an upper-middle-income country with impressive social and economic gains, particularly for children and adolescents, who represent 31 per cent of the total population of 4.6 million. Three out of every 10 children are under the age of five, while 4 out of 10 are between the ages of 13 and 17. An almost equal proportion of the population live in urban as in rural areas, 51 per cent and 49 per cent, respectively.[1] The country is now reaching the end of its demographic bonus, with an increasingly ageing population and a reversal in dependency ratios, which have implications for the care and upbringing of young children and the elderly.

2. Compared to three decades ago, Costa Rican children today enjoy more opportunities for their survival, development and protection, the result of universal and targeted social protection programmes. The country's position in the Human Development Index has improved from 69 in 2010 to 66 in 2015.[2] Costa Rica has an array of laws, policies and programmes to protect the rights of children, including the National Policy and Agenda for Children and Adolescents, and was the first Central American country to undertake reforms of its juvenile justice system. A comprehensive national and local system of integral protection (Sistema Nacional de Protección Integral, SNPI) is in place. In 2015, Costa Rica began the process of accession to the Organisation for Economic Co-operation and Development (OECD).

3. In 2015, the country guaranteed high levels of social sector investment: 24 per cent of public sector expenditure as a proportion of the gross domestic product (GDP) and 48 per cent as a proportion of total government spending, while 8.3 per cent of all spending is focused on the most vulnerable populations. Approximately 24 per cent of total public social expenditure is in the health sector and, by constitutional mandate, the Government must allocate 8 per cent of GDP to education. Increasing fiscal difficulties, public sector debt (43 per cent of GDP in 2015) and sectoral spending inefficiencies affect the country's capacities to sustain these investments.[3] In 2016, Costa Rica was one of two countries in the region to register an increase in Gini-based inequality.[4]

4. Despite significant progress in the social sector and the existence of several poverty reduction programmes, 21 per cent of the population is still poor, more so in rural areas (26 per cent) than in urban areas (19 per cent), compounding the challenge that no child is left behind, in line with the 2030 Agenda for Sustainable Development. This illustrates the need for more programmes that bring different institutions together, such as Puente para el Desarrollo (Bridge to Development), which is starting to generate important results. Thirty four per cent of all children live in monetary poverty, of which 12 per cent live in extreme poverty, while 34.4 per cent of children suffer from multidimensional poverty deprivations.[5] The UNICEF-supported Child Welfare Index clearly shows that the most vulnerable children live in rural areas and coastal and border communities, and are

[1] National Census of Population and Housing, 2011, National Institute of Statistics and Census (INEC).
[2] United Nations Development Programme, Human Development Report, 2016, p. 205.
[3] Ministry of National Planning and Economic Policy (MIDEPLAN), System of Indicators on Sustainable Development (SIDES).
[4] Social Panorama of Latin America, Economic Commission of Latin America and the Caribbean, 2016.
[5] National Household Survey, INEC, 2016.

primarily from indigenous, Afrodescendent and migrant populations, as well as children with disabilities.[6]

5. Although Costa Rica has the lowest infant mortality rate (IMR) in Central America (7.5 deaths per 1,000 live births), this masks important disparities. The lowest IMR (5.7 deaths per 1,000 live births) is in the more affluent urban province of San José, whereas the highest rate (11 deaths per 1,000 live births) is in the poorer rural province of Limón, which has a high concentration of Afrodescendent and indigenous populations.[7] Overall, only 7 per cent of newborns have a low birthweight, with a rate increasing to 10 per cent in the lowest wealth quintile and dropping to 4 per cent in the highest. Significantly, the condition affects 14 per cent of indigenous newborns.[8] Whereas chronic malnutrition is not a major problem, overweight and obesity are emerging public health and education concerns: 3 out of 10 school-aged children were found to be obese or overweight (30 per cent) in 2016, a 43 per cent increase since 2009.[9] Although the maternal mortality registry has weaknesses that limit an equity analysis, the maternal mortality ratio is likely higher among indigenous and Afrodescendent women.[10]

6. Early childhood development (ECD) is marked by socio-economic and cultural variables. Although nationally 81 per cent of children between ages 3 to 4 enjoy an adequate level of physical, emotional and intellectual development, this increases to 93 per cent in wealthier homes and drops to 69 per cent in poorer homes. Also, only 37 per cent of all young children live in homes with more than three age-appropriate books, but with marked geographical disparities: 43 per cent (urban) and 29 per cent (rural).[11] To redress these disparities, the 2016 National Early Childhood Development Policy positions young children, especially the most disadvantaged, as a priority.

7. As an established national priority, pre-school education enrolment rates have improved from 27.1 per cent in 2002 to 60.6 per cent in 2014, although the rates are still much higher in urban than rural areas. Despite the fact that Costa Rica has historically been a strong performer at primary level, the quality of learning and teaching processes are challenges. Although gender parity has been sustained, the net enrolment rate dropped from 98 per cent in 2010 to 93 per cent in 2014.[12]

8. Only 51 per cent of adolescents complete secondary school due to high dropout and repetition rates, despite the improvements in physical infrastructure, teaching methodologies and curricula that have resulted in a steady increase in net enrolment rates from 54 per cent in 2000 to 70 per cent in 2015. The educational performance of the most vulnerable children illustrates the challenges behind reaching full inclusion. For instance, in 2011, migrant or indigenous children were twice as likely to be out of school (24 per cent and 20 per cent, respectively) than non-migrant or non-indigenous children (12 per cent for both). The rates of children with and without disabilities in 2011 who were out of school started to level off, at 14 per cent and 12 per cent, respectively, compared to 29 per cent and 19 per cent in 2000. Fewer adolescents in rural areas (83 per cent) attend secondary school

[6] www.mideplan.go.cr/2014-05-20-21-27-18?id=1328.
[7] State of the Rights of Children and Adolescents (EDNA), University of Costa Rica (UCR)/UNICEF, 2015.
[8] Multiple Indicator Cluster Survey (MICS), 2011.
[9] National School Weight and Weight Census, Ministry of Health, Ministry of Public Education, UNICEF, 2016.
[10] Maternal mortality and its recent evolution, INEC, 2015.
[11] MICS, 2011.
[12] State of the Education Report, State of the Nation Programme, 2015.

than their urban peers (91 per cent). Repetition rates are almost equal for rural and urban adolescents (9 per cent) suggesting issues of quality of teaching and learning processes.[13]

9. At national level, 46 per cent of children between ages 2 to 14 (52 per cent boys and 39 per cent girls) experienced at least one form of physical or psychological abuse from their parents or caregivers, with the practice more prevalent among uneducated heads of household (8 per cent) than educated heads (3 per cent).[14] Administrative data, although disparate and outdated, confirm the growing numbers of children and adolescents who are victims of myriad forms of violence in the family, community, school and institutions. The number of daily hospital admissions of abused children has more than tripled, from 9 in 2006 to 26 in 2013, and there is probably underreporting.[15] In 2015, approximately 42,000 cases of child maltreatment were reported to the National Child Welfare Agency, 70 per cent of which were related to domestic abuse, negligence and physical aggression.[16]

10. Gender-based violence is reaching worrying levels: in 2015 the Ministry of Health reported approximately 13,000 cases of domestic violence, of which 68 per cent involved women and 21 per cent girls, and in 2016, an average of four femicides occurred each month. Despite a strong policy and institutional gender agenda, the country still experiences challenges in eliminating all forms of violence against all women and girls in the public and private domains.

11. Violence in schools, including bullying, is another barrier to safe educational environments. Approximately 50,000 cases were reported in 2013, and in 2015 a total of 370 firearms and other weapons were confiscated in schools.[17] Forty-five per cent of homicides in 2014 were concentrated among the 15-29 year age group, and disproportionately affected more men (89 per cent) than women (11 per cent).[18]

12. Establishing data systems that disaggregate child rights violations by gender, geography and household income is a priority to better inform policies and programmes and measure progress towards the Sustainable Development Goal target of ending abuse and all forms of violence against children.

13. Twenty-first century children and adolescents in Costa Rica are increasingly digitally native, with the rate of those living in homes with access to a mobile phone and the Internet respectively at 97 per cent and 52 per cent. These high access rates increasingly expose children and adolescents, particularly girls, to cyberbullying and online trafficking.[19]

14. The challenges experienced by adolescents are an emerging issue, and most are related to protection rights violations. Early pregnancy and motherhood in girls of increasingly younger ages have revealed their limited access to adolescent-friendly health care, and the gendered norms and values that underpin these outcomes. Whereas nationally 16 per cent of all pregnancies occur among adolescents aged 15 to 19, the rate increases to 22 per cent and 19 per cent among Afrodescendent and indigenous populations, respectively.[20] Adolescent suicides represent the third cause of deaths for adolescents

[13] Ibid.
[14] MICS, 2011.
[15] National Children's Hospital.
[16] National Child Welfare Agency.
[17] Ministry of Public Education.
[18] Ministry of Justice.
[19] ECLAC/UNICEF, 2014.
[20] Database of Deaths, Demographic Statistics, INEC/UNFPA.

between ages 15 to 19 and in indigenous communities is quadruple the national rate.[21] Rounding off these barriers to development are inadequate educational and vocational alternatives for out-of-school adolescents, high rates of unemployment (70 per cent) and alcohol and substance abuse (50 per cent in schools).[22] Adolescents are concerned about insufficient action on the environment, climate change, recreational spaces and opportunities to participate in policy and programme issues.[23]

15. Costa Rica is vulnerable to natural disasters produced by hurricanes, earthquakes and volcanic eruptions, and in 2016, the passing of Hurricane Otto revealed difficulties in disaster risk reduction strategies and response mechanisms to address the needs of children, adolescents, women and persons with disabilities.

16. Two key lessons, relevant in the context of the 2030 Agenda, will inform future programming: (a) Notwithstanding the impressive gains for children, insufficient coordination between governmental institutions and among government, civil society, the private sector and other partners, and difficulties obtaining disaggregated data, foster redundancies and missed opportunities that can be redressed with a stronger innovation, results-based management and evaluation culture; and (b) the solid framework of laws and policies to protect children and guarantee their rights is necessary but insufficient to resolve the principal barriers affecting children's rights, unless families and communities become actively engaged in policy design, programme implementation and monitoring child rights fulfilment.

17. Consequently, UNICEF will need to strengthen its core strategies in upper-middle-income countries in transition to high-income status: equity-focused monitoring and evaluation of the situation of children; evidence-based advocacy and public policy incidence; institutional capacity-building; community-focused communication for development (C4D); and South-South and triangular cooperation, with a focus on sustaining past gains and guaranteeing that the most disadvantaged children and adolescents are at the centre of national priorities. Similarly, the Committee on the Rights of the Child has noted that Costa Rica must accelerate the holistic implementation of its recommendations so that national legislation and public policies are fully harmonized with the Convention on the Rights of the Child and effectively applied at all levels.

Programme priorities and partnerships

18. Guided by the draft UNICEF Strategic Plan, 2018-2021, the country programme's broad theory of change is that thousands of children and adolescents, principally from migrant, indigenous and Afrodescendent communities, poor households and those living with disabilities, have been excluded from the social and economic gains that have benefited a large majority of the population, leading to missed opportunities for their development. Three programme priorities – inclusive ECD and education; child protection; and social inclusion, public advocacy and communication – were identified through a process involving numerous counterparts. Five barriers that impede these children from benefiting from all of their rights were analysed: design of public policies that limit greater incidence; institutional capacity constraints and insufficient coordination; inadequate

[21] Psychosocial analysis of suicides amongst indigenous youth, UCR, 2017.
[22] Fourth national survey on drug use in secondary school students, IAFA, 2015.
[23] UNICEF Costa Rica survey *Tu Voz Vale*, 2015.

societal awareness of the plight of children; spending inefficiencies; and specific social norms that perpetuate child rights violations.

19. The programme priorities are rooted in the country's democratic tradition of protecting the human rights of its inhabitants, particularly of the neediest demographic groups, and is aligned with the National Policy and Agenda for Children and Adolescents and the National Development Plan.

20. The programme furthers the priorities of the United Nations Development Assistance Framework (UNDAF) related to: achieving national agreements to accelerate implementation of the Sustainable Development Goals; promoting innovation, efficiency and effectiveness in the management of sustainable development with equality; and strengthening civil society capacities to participate in the implementation of the Sustainable Development Goals. These priorities will buttress the National Pact to Meet the Sustainable Development Goals, which coalesces more than 300 government, civil society, private sector and international development agencies.

21. A six-pronged gender strategy, consistent with the draft UNICEF Gender Action Plan, 2018-2021, will underpin the programme: (a) generation of gender-disaggregated data that illustrate disparities affecting boys and girls; (b) awareness-building on the different manifestations of gender inequalities; (c) incorporation of a gender focus in different protection systems; (d) strengthening policies and programmes with a focus on eradicating gender inequalities; (e) capacity strengthening to incorporate gender dimensions in planning, budgeting, monitoring and evaluation; and (f) monitoring the compliance of gender-related observations regarding girls and boys from the various committees of human rights conventions and treaties.

22. Evidence generation, policy dialogue and advocacy will, inter alia, position children's issues in the public agenda and facilitate monitoring, accountability frameworks and consensus-building on policy implementation and raise awareness of the principal challenges faced by children. The programme will expand South-South and triangular cooperation, both as a recipient and provider of technical expertise. Information, communication and technological innovations will inform programme results. Institutional and community-based capacity-building will focus on competencies to remove barriers.

23. A broad partnership base uniting key national government institutions, municipal authorities, legislative and judicial sectors, civil society and the private sector will generate a high level of ownership, intersectoral synergies and coordination to reduce fragmentation and enhance programmatic efficiencies.

Inclusive early childhood development and education

24. This component addresses the key barriers that hinder inclusive ECD, universalization of pre-school education and the reduction of secondary school exclusion. Addressing these barriers will be achieved by fostering shared responsibility between the public sector, local communities and the private sector to position lifelong learning of children and adolescents in the country's model of social development and economic growth, and strengthening institutional capacities to address gender-based and other drivers of poor ECD and education outcomes among the most vulnerable children and adolescents.

25. The component assumes that service providers improve the efficiency and effectiveness of their institutional roles, stressing coordination to reduce duplication and redundancies; services will respond to the specific requirements and demands of vulnerable

populations; education cannot provide social mobility unless excluded children and adolescents are prioritized; and investment must focus equally on quantity and quality of services.

26. UNICEF will strengthen the capacities of ECD and pre-school institutions to remove the bottlenecks of insufficient gender-responsive, culturally appropriate services for young children and their families, and limited intersectoral coordination mechanisms and quality standards, including in emergencies. The goal is to reach 50 per cent coverage for children by the national early childhood care system and 100 per cent coverage in pre-school education by 2022. UNICEF will work with the Ministries of Public Education, Social Development and Health, and with the National Child Welfare Agency, to implement the recently launched National Early Childhood Policy and the forthcoming revised National Care Policy. Key strategies include: curriculum development and reform; protocols and standards development for ECD service providers; capacity-building for institutional personnel; improved monitoring and evaluation mechanisms; and expanded social awareness on the importance of the early years of children.

27. UNICEF will support national efforts led by the Ministry of Public Education to address the bottlenecks of insufficient opportunities and alternatives for the most disadvantaged adolescents to successfully transition from primary to secondary education, and to complete the latter, as well as limited vocational alternatives for specific groups of adolescents. Support will continue for the innovative Yo Me Apunto (I'm All In) programme to combat education exclusion. The goal is to by 2022 increase secondary school completion from 51 per cent to 80 per cent, supported by these strategies: improved identification and focus on out-of-school children and adolescents; strengthened research and evaluation to improve teaching methodologies; enhanced roles of municipal authorities in providing local education services; and provision of vocational and technical education alternatives.

28. This component will collaborate with the child protection component by strengthening the relationship between institutions in the SNPI involved in ECD and education issues, and with the social inclusion component in the generation of data to improve the monitoring and analysis of investment in ECD and education. It supports the social inclusion, public advocacy and communication component by raising awareness of the importance of ECD in the lives of young children and for equitable social and economic development. Such articulation will enable coherent actions to strengthen institutional capacities to address school-related gender-based violence, early pregnancy and early unions.

Child protection

29. This component responds to the barriers that prevent children and adolescents from growing up and developing, throughout their entire life cycle, in homes, communities, schools and institutions that are free of violence, maltreatment and negligence. The component will support the implementation of the National Policy on the Prevention of Violence against Children.

30. Successful results will depend on the following key assumptions: the SNPI function in a coordinated manner, including during humanitarian crises; national bodies and mechanisms on gender-based violence are integrated with prevention programmes and policies on violence against children; data and evidence gaps are filled through improved monitoring and evaluation systems; and social and gender norms and values that perpetuate

violence against children and adolescents, especially at family and community levels, are progressively eradicated.

31. UNICEF will address the barriers that hinder the ability of the SNPI to develop innovative, articulated and replicable models to prevent violence in the regions with the highest levels of social exclusion and environmental fragility. The goal is to develop at least seven of these models and that all local protection systems in selected Child Friendly Municipalities have developed and implemented effective violence prevention models and interventions, and to contribute by 2022 to the reduction by at least 50 per cent in the number of reported cases of child abuse and maltreatment. Supporting strategies include: improved technical, programme design and implementation capacities of the SNPI; national upscaling of the successful Casas de la Alegria (Houses of Happiness) model for the care and protection of indigenous migrant children; policy dialogues on the implementation of intervention models on armed violence, gender-based violence, juvenile justice and cyberviolence; improved data collection, analysis and research to inform policies and programmes; influencing resource allocations for violence prevention programmes; and awareness-building on the problem of violence against children.

32. UNICEF will also address the barriers that affect the ability of society to modify its knowledge, perceptions and relationships regarding children based on a recognition and protection of their rights. This entails strengthening the legal and normative framework to have an enhanced impact on policy development and programme implementation through more specialized violence prevention programmes and proactive societal involvement in order to reach the neediest children and adolescents. Key strategies include: strengthening social research around the drivers of violence against children in homes, communities, schools and institutions; replication of innovative violence prevention models; and strengthened C4D capacities to change negative social norms and values.

33. This component supports the inclusive ECD and education component through a focus on children and adolescents who abandon school due to violence. It will strengthen the social inclusion component through the production of data and evidence to inform the upscaling of innovations and the strengthening of the existing protection system.

Social inclusion, public advocacy and communication

34. This component strives to eliminate the barriers that impede progress in education, early childhood and child protection service delivery, through improved management and coordination of social policies for the most vulnerable children and adolescents. Insufficient civil society, child and adolescent engagement with policymakers to develop innovations that eradicate social, cultural and geographical disparities is one such barrier. The component also identifies high institutional fragmentation and its negative impact on sustainable and effective child-focused policies as another barrier. The component will strengthen social inclusion and protection systems to better cope with the impact of shocks like climate change, unplanned urbanization and environmental degradation on the quality of lives of children and adolescents.

35. This component assumes that social protection and welfare institutions will use innovation and results-based management in policy and programme development; redress institutional fragmentation through enhanced horizontal cooperation; close data gaps related to children and adolescents in particular situations of vulnerability, including in emergencies, through research, monitoring and evaluation; increase resources for the analysis of child-friendly budgets; support civil society, children and adolescents to

generate greater policy and programmatic incidence; and utilize awareness campaigns and C4D to position children's issues in the public domain.

36. UNICEF will strengthen the capacities of key social sector institutions to design, manage, monitor and evaluate policies in a results-based, efficient and innovative manner, complemented by research and evaluations to improve the scope and incidence of policies for children and adolescents. Accreditation of child-focused services will be promoted and a gender dimension will be introduced in policies for children. Strategies to address these bottlenecks include strengthening the impact of top-level frameworks and policies, principally the National Agenda and Policy for Children and Adolescents, as well as key policies in education, ECD and protection; improving monitoring with a child-focused poverty observatory; strengthened United Nations inter-agency work on public sector management of social policies; and improved monitoring of public investments in children.

37. UNICEF will address knowledge management limitations so as to improve monitoring, evaluation and decision-making related to the child-focused Sustainable Development Goals and the SNPI, with a view to reducing the disparities that affect children and women. The capacities of the Ministries of Public Education, Social Development, Planning, Finance and Health, as well as the National Child Welfare Agency, will be strengthened to generate the data required to improve policy decisions. Advocacy will be undertaken, in line with General Comment 19 of the Committee on the Rights of the Child, to increase and protect budgets for children. Core strategies include innovations like the UNICEF-supported Child Welfare Index; researching understudied issues affecting children such as obesity, mental illnesses, disabilities and substance abuse; expanding partnerships with think tanks and academic institutions; and strengthening social protection programmes to build resilience in children and their communities during and after emergencies.

38. Addressing the barrier of insufficient national agreements that guarantee the rights of all children and the reduction of inequalities entails involving the public and private sectors, civil society, the media and children and adolescents, focusing on those areas where Costa Rica has still not been able to guarantee equal opportunities for all children. By the end of the cycle, civil society will actively propose improvements to programmes for children and adolescents. An integrated communication and public advocacy strategy will inform this component and the entire programme, and engagement and reach will be significantly increased, notably through social media.

39. This programme component will work with the other two components through the identification of sectoral policies that need to be developed and reviewed; construction of mechanisms to address critical data gaps; and production of C4D strategies that will assist in removing the identified bottlenecks in ECD, education and child protection.

Programme effectiveness

40. This component supports activities to ensure integrated and intersectoral programme implementation and management, including specific technical and strategic assistance. It includes costs of programme coordination and cross-cutting issues such as fundraising, gender mainstreaming and risk-informed programming, given that the third component of the country programme covers the costs for research, monitoring, evaluation, advocacy and communication.

Summary budget table

Programme component	*(In thousands of United States dollars)*		
	Regular resources	*Other resources*	*Total*
Inclusive ECD and education	890	2 100	2 990
Child protection	1 250	1 000	2 250
Social inclusion, public advocacy and communication	1 320	900	2 220
Programme effectiveness	790	0	790
Total	**4 250**	**4 000**	**8 250**

Programme and risk management

41. The country management team will monitor programme and management indicators to take corrective action when required in budget and programme implementation, complemented by additional governance structures defined in Annual Management Plans. Enterprise Risk Management will control risks associated with the harmonized approach to cash transfers; trends in the local fundraising environment, especially other resources; the impact of emergencies on the programme; office greening; and staff changes, among others.

42. UNICEF will participate in the governance of the UNDAF, including the United Nations country team (UNCT) and the high-level National Committee, led by the Ministry of National Planning and Economic Policy, which also oversees the coordination of the country programme. The UNICEF Representative will lead one results group and technical staff will participate in UNCT advisory working groups. Coordination with municipal governments is required for the Child Friendly Municipalities initiative. Results-based management and innovation will inform coordination to ensure programme quality, efficiency and effectiveness.

43. This country programme document outlines UNICEF contributions to national results and serves as the primary unit of accountability to the Executive Board for results alignment and resources assigned to the programme at the country level. Accountabilities of managers at the country, regional and headquarters levels with respect to country programmes are prescribed in the organization's programme and operations policies and procedures.

Monitoring and evaluation

44. The integrated results and resources framework forms the basis for monitoring and evaluating the country programme to generate the necessary information and data to support programme implementation.

45. Annual meetings, jointly coordinated by the Ministries of National Planning and Foreign Affairs and involving programme partners, will report on achievements and challenges based on Annual Work Plans. UNICEF will participate in the UNDAF monitoring committee where joint programmes and other initiatives will be monitored. The UNCT will monitor the Standard Operating Procedures and relevant issues from the quadrennial comprehensive policy review of operational activities for development of the United Nations system (QCPR).

46. Administrative systems will facilitate situational monitoring and analysis, including the National Statistical System, the Child Welfare Index and the Information Subsystem on Children and Adolescents. UNICEF will strengthen capacities to produce data on the most disadvantaged groups of children and adolescents, and with a gender dimension, in order to address progress in the elimination of key barriers that inhibit gender equality. A second Multiple Indicator Cluster Survey (MICS) will be carried out in 2018 to inform the programme, address key data gaps and support the monitoring of child and adolescent indicators related to national priorities, the Sustainable Development Goals and compliance with the observations of the committees related to the principal human rights conventions and treaties.

47. The Integrated Monitoring and Evaluation Plan and the costed evaluation plan support decision-making, improvement of existing and development of new child-focused policies, and the scale up of promising innovations, complemented by capacity strengthening in monitoring, evaluation research and methodology and gender analysis.

Annex

Results and resources framework

Costa Rica – UNICEF country programme of cooperation, 2018-2022

Convention on the Rights of the Child: Articles 3, 5-6, 18-19, 24, 27-31.
National priorities: National Development Plan 2015-2018: Objective 2: Combating poverty and reducing inequality; and Objective 3: Transparent and efficient government.

National Policy on Children and Adolescents, 2009-2021:

- An education system that ensures capacity-building for children under conditions of universal quality and equity coverage, with the active participation of children in the educational community.
- A State that protects, cares for and restores the fulfilment of the rights of children victims of violence, abuse, exploitation and trafficking.

Sustainable Development Goals: 1-5, 10 and 16-17.

UNDAF outcomes involving UNICEF:
Priority 1: Strengthened capacities to achieve national agreements to accelerate implementation of the SDGs; **Priority 2**: Improved institutional capacities for innovation, efficiency and effectiveness in the management of sustainable development with equality; and **Priority 3:** Strengthened civil society capacities to participate in SDG implementation.

Outcome indicators measuring change that includes UNICEF contribution:
Priority 1: Number of agreements that integrate a mechanism of SDG compliance and accountability; number of spaces that foster dialogues with multiple actors; number of proposals for a comprehensive approach to citizen security; number of civil society campaigns to disseminate Agenda 2030.
Priority 2: Number of public institutions and national and local planning mechanisms incorporating results-based management with gender and human rights approaches; number of national and local participation platforms in public management processes for the elimination of human rights and development gaps; number of institutions with established information generation to improve knowledge gaps for SDG compliance.
Priority 3: Number of coordination spaces of social organizations (particularly those for excluded groups) aimed at the enforcement of rights; and number of information disclosure processes related to knowledge gaps on the enforcement of human rights.

Related draft UNICEF Strategic Plan, 2018-2021 Goal Areas:[1] Goal 2: Every child learns; Goal 3: Every child is protected from violence and exploitation; and Goal 5: Every child has an equitable chance in life.

[1] The final version will be presented to the UNICEF Executive Board for approval at its second regular session of 2017.

UNICEF outcomes	Key progress indicators, baselines (B) and targets (T)	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome, regular resources (RR), other resources (OR) (In thousands of United States dollars)		
					RR	OR	Total
Inclusive early childhood development and education: By 2022, the most vulnerable and excluded children and adolescents have access to, remain and complete their early childhood development and pre-school and secondary education responding to their needs, potential and intercultural contexts	Percentage of children aged 36-59 months attending an educational programme by area Baseline National/urban/rural 17.5/22.2/11.6% (2011) Target: National: 50% (2022)	MICS	• Strengthened capacities of ECD and pre-school institutions to offer culturally appropriate services for young children and their families supported by efficient intersectoral coordination mechanisms and quality standards • Strengthened capacity of the Ministry of Public Education to offer relevant and culturally appropriate opportunities and alternatives to the most disadvantaged children and adolescents to successfully transition from primary to secondary education and complete the latter, while ensuring vocational alternatives to specific groups of adolescents	Line ministries, National Child Welfare Agency (PANI), selected municipalities, Institute of Municipal Development and Assistance (IFAM), academia, United Nations agencies and civil society	890	2 100	2 990
	Percentage of adolescents completing secondary education Baseline: 58% (2014) Target: 80% (2022)	Administrative education data					
	Early Childhood Development Index by area and household income (young children with adequate developmental standards) Baseline National/urban/rural: 81.1/82.9/78.8% Lowest/highest quintile: 69.4/93.4% (2011) Target: National/urban/rural: 91/92/88% Lowest/highest quintile: 79/95% (2022)	MICS					
Child protection: By 2022, the most vulnerable and excluded children and adolescents live in violence-free environments and benefit from effective, innovative and non-discriminatory policies and programmes that guarantee equality of opportunities for their	Proportion of cases of child maltreatment related to family conflicts, negligence and physical aggression Baseline: Family conflicts/negligence/physical aggression: 33/19/21% (2015) Target: Family conflicts/negligence/physical aggression: 10/5/5% (2022)	Administrative data (PANI)	• Strengthened the National and Local Integral Protection System and its normative framework to develop innovative, articulated and replicable models to prevent violence, prioritizing regions with the highest levels of social exclusion and environmental	Line ministries, selected municipalities, PANI, IFAM, General Directorate of Migration, National Children's Hospital, United Nations agencies and civil society	1 250	1 000	2 250

UNDAF outcomes	Key progress indicators, baselines (B) and targets (T)	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR); other resources (OR) (In thousands of United States dollars)		
					RR	OR	Total
integral protection	Percentage of children under 15 years who experienced any domestic physical punishment and/or psychological aggression in the past month, by sex Baseline: Total: 45.6% (boys 51.8% and girls 39.3%) (2011) Target: Total 23% (2022)	MICS	fragility • Children and adolescents are born, grow and develop in a violence-free society that has also modified its knowledge, perceptions and relationships regarding children based on a recognition and protection of their rights.				
	Percentage of adults who believe that physical punishment is required to raise/educate a child Baseline: 12% (2011) Target: 5% (2022)	MICS					
Social inclusion, public advocacy and communication: By 2022, children and adolescents exposed to high levels of social, economic and environmental vulnerability benefit from social protection policies and programmes in early childhood, education, protection and child poverty with a life cycle, equity, participatory, gender and sustainable development focus	Percentage of children and adolescents living in multidimenstional poverty Baseline: National: 34.4% (2016) Target: National: 27% (2022)	INEC	• Strengthened capacities of key social sector institutions to design, manage, monitor and evaluate policies in an efficient and innovative manner. • Improved institutional knowledge management capacities to facilitate monitoring, evaluation and decision-making related to the child-focused Sustainable Development Goals and the SNPI with a view to reducing the disparities that affect children and women • Social agreements generated that guarantee the rights of all children and the	Line ministries, National Council for Children and Adolescents, PANI, INEC, IFAM, academia, municipalities, Office of the Ombudsman, National Women's Institute, United Nations agencies and civil society	1 320	900	2 220
	Percentage of children under the age of 18 in households that received any type of social transfers in the previous three months Baseline/Target: To be developed in 2018	MICS					
	Public budget allocated to children and adolescents as a percentage of GDP Baseline/Target: Methodology to be developed	Ministry of Finance, Comptroller General of the Republic and					

UNICEF outcomes	*Key progress indicators, baselines (B) and targets (T)*	*Means of verification*	*Indicative country programme outputs*	*Major partners, partnership frameworks*	*Indicative resources by country programme outcome, regular resources (RR), other resources (OR) (In thousands of United States dollars)*		
					RR	*OR*	*Total*
	in 2019	MIDEPLAN	reduction of inequalities involving the public and private sectors, civil society, the media and children and adolescents				
	Number of adolescent girls and boys who participate in/lead civic engagement initiatives Baseline: 9,226 adolescents participated in these initiatives (2013) Target: 15,000 adolescents (2022)	Office of the Ombudsman					
Programme effectiveness	Number of participatory annual reviews Baseline: 1 per year Target: 1 per year	Internal UNICEF monitoring	• Effective and efficient programme management and operations support, financial resources stewardship and human resource management for country programme results achievement	Line ministries, United Nations agencies and civil society	790	-	790
Total resources					**4 250**	**4 000**	**8 250**